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PRESCHOOL TEACHERS' PROFESIONAL TRAINING IN GREAT BRITAIN

ABSTRACT. *The article analyzes the historical background of preschool teachers' training system in the UK: the peculiarities of early childhood education and the relationship with the system of teacher education. The author singled out the main types of UK pre-schools in relation to their financing and management. The peculiarities of preschool teachers' qualifications regarding to different types of pre-schools are indicated. The features of public policies to improve the quality of professional training of pre-school education in the UK are analyzed. The general trends in the strategy of reformation and improvement of the British system of preschool teachers training are distinguished.*

Key words: *training, preschool teachers, the British system of preschool education, vocational teacher training system, strategy.*

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Introduction. At the present stage of national vocational educational training development some of the main factors, that influence the quality of education of persons involved in the activities of the preschool area are modern European and foreign educational strategies and education policy in professional teacher training, which actually in general form a system of theoretical and methodological approaches to the preschool teachers training in European countries. Everything that mentioned above actualizes the realization of comparative research in national teacher education to develop prospects for the development of teachers' professional training of various branches and especially of preschool education as one of the very first and most important stage of general person's education [1, p. 4]. Professional training of preschool teachers is implemented within a specific historical determinants and educational policy, which is represented by a set of official government directives, regulations, laws, guidelines, etc. and defining features of the system as a whole.

The analysis of the recent researches and publications. The question of relevance of professional training system with reformation of pre-school sector in Ukraine according to European standards and tendencies are repeatedly emphasized in scientific issues of modern scientists: L. Artemova [2] A. Bogush [1] G. Belenky [3] M. Mashovets [4] I. Rogalskyy-Yablonska [1]. The problem of professional teacher training of British teaches is studied in dissertations and monographs of J. Alferov (system of teacher education in England), N. Avshenyuk (standardization of teacher education), V. Bazurina (foreign language teacher training), Y. Kishchenko (forming pedagogical skills teachers in England and Wales), T. Kuchay (training teachers to ecological education of students in the UK), A. Leontiev (teacher education colleges in English), T. Moiseenko (training teachers in England), A. Parinova (reforming education degree), N. Pogrebnyak

(research work of students of pedagogical specialties in the UK), D. Sabirov (trends of teacher education in England), N. Yatsyshyn (general description pedagogical training of teachers Great Britain).

Special attention should be drawn to comprehensive comparative investigations of teacher education in Europe, by such researches as T. Krystopchuk, who studied teacher education in the European Union in the context of tendencies' and presented a partial analysis of preschool teachers training in Germany, France, Great Britain. However, the procedural aspect of preschool teachers training hasn't been characterised in authors' dissertation [5]. The results of scientific investigations of N. Nehrebytskoyi [6] M. Oliynyk (theoretical and methodological basis of preparation of experts of preschool education in Eastern Europe [7]), L. Puhovska (training teachers in Western Europe) [8] S. Sinenko (development of postgraduate education in Western Europe) [9] and others are also of high importance.

Analysis of national comparative studies showed out that the subjects of scientists interest are characterised by wide range of theoretical and practical problems of teachers training in foreign countries. The comprehensive analysis of the national scientific and educational works, studies of foreign education and models of teacher training, showed that a holistic study that would have generalized and systematized experience of preschool teachers training in Western Europe in various social and educational conditions at various educational levels from the perspective of its practical value and usefulness of foreign experience ideas and practical education in the national researchers hasn't been carried out. Special interest is drawn to Great Britain preschool teacher education practice, as this is a country where this education is the most modernized among other European countries.

Therefore, **the purpose of the article** is to analyze the historical features of a system of training preschool teachers in Great Britain. The task of the article is to present the relationship between British system of preschool education and training pre-school teachers in the country and identify features of education policy strategy at this stage, as the driving factor of reforming and improving the quality of teacher education in preschool area.

Scientific novelty. The features of the British system of training preschool teachers in conjunction with the operation of various types of pre-school education. The analysis of state reform strategy training preschool teachers in historical; defined its major characteristics.

Results of investigation. The specifics of the formation and operation of preschool teachers training and education in Great Britain are linked to the development of public preschool education in the country. Services sector of public preschool (education) and care in Great Britain has evolved in the context of two separate systems: education and health care. Public financing of primary education in Great Britain is dated by 1649, when Republicans Puritans founded 60 preschools in Wales. Public funding of education completed restoration of the monarchy and since 1833 the school educational link has been supported entirely by donations [12 p. 106; 11, p. 134]. In general features of public preschool education in the United Kingdom are the following:

1. Firstly, preschool children have been encouraged to attend pre-schools for more than 100 years. It has a positive impact on the microeconomic situation at the local level, as able-bodied category of women can work giving children to kindergarten at the age of at least 2 years old; compulsory schooling begins for children of compulsory formal schooling in England, Scotland and Wales at the age of five, and in

Northern Ireland – at the age of four, which is the earliest school age across Europe.

2. Secondly, there is an ongoing debate concerning the basic problem of preschool education in Great Britain. A range of scholars and practitioners perceive the function of preschool is to create comfortable conditions of child development in the preschool years of tradition R. Owen and M. Macmillan, as a so-called preparation for life in society; others on the contrary consider priority to prepare the child for school, academically directed education. Definitions influenced the development of the network of preschool institutions in these two radically different directions.

3. The third feature is that the system of preschool education is characterized by diversity and lack of coordination on the part of public authorities. Different forms of pre-school education are offered as public, private and charitable community representatives' preschool education. Administratively, the sector of preschool education is subordinated by agencies at the national level and local government departments. The decision to support and promote the development of early childhood education in the country was initiated mainly by local politicians and has become widespread as a result of local reforms. For example, some local administration tried to provide preschool education for children from two years old, while others didn't have such opportunity; in other regions of the country providing preschool education was carried out entirely by the state budget, or vice versa - mainly by private funding sources. Therefore, at the present stage funding and pre-school education in the UK is in accordance with one of the following ways: public or private [21, p. 17].

4. There is an ancient tradition of hiring private tutors, teachers for children from birth to three years old, inhibiting further development of the network of preschool institutions in

the country, such as the emergence of a network of gardens care for preschoolers. In this connection, in 1997, the government took the unprecedented decision to adopt legislative initiatives aimed at the public funding of the range of services for young parents.

5. Another feature of early childhood education in the UK is historically conditioned division of services in health and primary education. Historically, until recently years services sphere of preschool education for children from birth to three years old, was managed by the Department of Social Security (DSS), which monitors the providing of preschool education for all children Great Britain, while the Department of Education and Employment (DEE) regulates only the development of programs for children of 3-5 [14]. However, recent policy initiatives directed at the integration of the two departments and divisions of the Ministry of Health, Department of Elementary Education and others.

The mentioned features influenced the development and availability of a wide network of pre-schools in the UK different in the type of organization, ownership, authority and direction of activity [21, p. 4] (see. Table. 1.)

Table. 1.

Features pre-schools network in the UK

Provider	Local control of education	Local authority social services	Voluntary and Charitable Sector	Private and independent sector	Co-financing local government education and social welfare
Type of kindergarten	Nursery School Nursery Class in	State Day Nursery	Voluntary Pre-schools or Playgroups Parent & Toddlers	Early Childhood Education	Combined Centre Family Centre)

	Primary School Early Years Units in Primary School (besides Scotland) Reception Class in First Primary School (besides Scotland) Infant Special School Opportunity Groups Before/After School Club Holiday Club		Friends, neighbours, relatives Community	Centers: Private Day Nursery Nursery School Pre-Preparatory School Pre-school or Playgroup Workplace Independent Schools Before/After-school Club Preschool education centers of family type: Childminder Au Pair/ Nanny	Early Excellence Centre)
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At the present stage preschool teachers' professional training in the UK, according to the findings of a British scientists' experts group, there is a small number of professionally educated staff in preschool sector of education (only 18 to 20% of staff's member, who has a basic teacher education which is necessary for professional activity and required by the specificity of preschool education [19].

Modern preschool teachers' professional education and training in the UK is represented by a number of names of

professions related to the sector of preschool education. This qualified teacher who is teaching basic education (3 years 1 year certified Postgraduate Education (PGE) or a four in higher teacher education. It is also a pediatrician, educator (as in France) and qualified assistants who have a two-year education [21, p. 18] and others. Recently, a trend towards state regulation of early childhood education and assistance attendance pre-kindergarten [23] is the quality of teaching staff working with children of school age. The results of monitoring of the Organization for Economic Cooperation and Development in the United Kingdom in this respect have shown, that there is a considerable number of problems. So, there are no requirements for training nurses, assistant teachers of preschool education, although some local governments have begun to demand passage of 5-15 hours of work with preschool children [21, p. 19].

Overall training preschool teachers in the UK is subject to such institutions as the Office for Standard in Education (OFSTED); Social Services inspectorate (SIS); Teacher Training Agency (TTA); Qualifications & Curriculum Authority (QCA); Early Years National Training Organizations (EYNTO); Quality Assurance Agency (QAA) [12 11].

Major reforms in teacher education in the UK are regulated by documents "Rules to obtain teacher education", "Basic training teachers approving programs" and "basic teacher training reform," which defined national strategy and tactics training teachers in the country [8, p. 85]. In general, a system of teacher education in the UK and a preschool teachers' professional education system has been developed radically in opposite direction that it had been in Western countries. The teachers' professional education system in continental Europe was developed typically and has been managed from centralized type of governing to decentralized type. In the UK, there were changes in the direction of full managerial

autonomy [24] to strict regulation, supervision and monitoring by the public authorities [22]. Nowadays autonomy is preserved only sources of funding [17].

As British researchers have concluded vocational training teachers J. Witt, L. Barton, S. Miles, C. Whiting, J. Furlong [26] at first glance it may seem that the system of professional teacher education characterized by autonomy educational administration and management, but a more detailed study of the system suggests centralizing management at the political level, shown in greater control over the content of training programs. Support the implementation of administrative tasks based on rational allocation. The basic concept of regulation of teacher education oriented to the development of "education market" [26], which aims to establish standards for the training of early childhood, school, vocational and other education. Education policy is intended to stimulate the quality of educational services at different levels of education through inspection and quality monitoring of professional activities of teachers who work in a particular system.

By the 30-s of the twentieth century the main content of teacher education in the UK was self-education, personal development, diversity and freedom of choice of forms, methods and means of open democratic organization of educational process [18]. There was no state-regulated national curriculum of professional teacher education, and therefore academics enjoyed great autonomy in comparison with their counterparts in the universities of continental Europe. Teacher education was provided at universities, polytechnics or colleges of education institutions and had free criteria for professional qualifications and specialties. Since the 1970s, such an approach to training teachers was questioned, and as a result – in 1988 was published national curriculum (the National Curriculum), which also identified further transformational changes in the professional pedagogical education of teachers

in Great Britain. The logical continuation of these changes was to increase the requirements for the teaching profession as a whole [22] Therefore, in 1984, Council for Accreditation of Teacher Education (CATE) was established, which in 1994 become the Teacher Training Agency (TTA)). Council subsequently determined the content of training programs of teachers, whose focus has shifted from theory-oriented (pedagogy, psychology, sociology, etc.) [19] on practically oriented subjects [25]. These changes were not random and reflect very precise policy on teacher education, established more conservative governments of Margaret Thatcher (Margaret Thatcher) and Joe Meydzhera (John Major), and further implementation of the reforms undertaken by the government of Tony Blair (Tony Blair), according to which school 1970-1980's. did not meet the new standards of education and were unable to form competencies needed for the labor market. [10]

With general recommendation, educational policy determined orientation to unify the professional requirements for teachers, which manifested itself in standardization, determining the exact standards of teacher education, including the implementation status of qualified teacher (Qualified Teacher Status (QTS), which is a kind of official certification as professional skills teacher. All these reforms in teacher education contributed to expanding the range of opportunities for teacher education in the UK. Since the end of 1980 in the early 1990s formed a number of alternative methods of teacher education and the status of qualified teachers, including appeared opportunity for education working on a part-time profession as well as the opportunity to study under various forms of pre-teaching practice and education [15, p. 13].

An important educational initiative was the proclamation and implementation "Enabling every child" in 2003. This government initiative has been presented three documents:

"Children Act" (15 November 2004, "Social care green paper outlines options for a National Care Service (July 14, 2009) and Scottish government document "GREFIC" (18 August 2014), which aimed to provide quality education for people with disabilities [14, p. 82].

In general, such a radical transformation in teacher education and preschool education generally aimed at:

- define and specify the study and assimilation of future preschool teachers professional knowledge base;
- reduce the impact of universities on training through the introduction of alternative training programs;
- to prepare a new class of teachers who effectively organize education process and efficiently implemented planned [13, 17, 19].

Development of training workers in pre-school education, care and education (early childhood education and care (ECEC)) in the UK (for example, England) dates back to the mid-1990s. Areas of education policy in the field of teacher training provided:

- a) The introduction of the Integrated Qualifications Framework, which aims to create a structure of equivalence of qualifications of all professions related to pre-school education system;
- b) Introducing of Early Years Professional Status (EYPS), or more about the content - Professional Status of Elementary Education ([14, p. 82].

Despite of the fact that both educational initiatives (introduction of the Integrated Qualifications framework (IQF) and Professional Status of Elementary Education (EYPS), in the process of implementation, the latest reports the Organization for Economic Cooperation and Development (OECD) show extremely positive developments towards a professional training preschool teachers in the UK.

Thus, in 2006, the Organization for Economic Cooperation and Development noted "huge progress" in Britain professionalizing education preschool teachers during the 1999-2000's. Configuration as approved by the state regulation of vocational training and increasing the scope of funding: the cost of improving the quality of education services in preschool education, education and care in the UK has increased in 4-th from 1997 to 2007 [14, p. 82].

In the context of pre-school education reform educational policy of the United Kingdom was aimed at identifying key core knowledge and skills for all professions integrated system of preschool education in the country.

The first task of government regulation was the introduction of the Integrated Qualifications framework that was developed in 2005 (hereinafter the Framework), whose structure is consistent with the European qualifications framework (EQF). Qualification in Integrated frame clearly defined ways of obtaining qualifications and employment opportunities; as part formulated expectations and requirements for professional competence of pre-school teachers at various levels of early childhood education. The main purpose of introducing Framework was to identify common core professional competence of teachers to ensure quality education in the system of preschool education. With the coalition government in 2010, the Framework was being called into question because the question arose: what is the role of its implementation and existence? So the next step was the introduction of state certification according to defined within the framework of occupations and characteristics of professional activity [14, p. 83].

Since the 1980-s in Britain initiated several educational reforms aimed at developing the qualifications of graduates in specialties related to the sector of preschool education. Among these reforms is the introducing mandatory pre-baccalaureate

education teachers (Early Childhood Studies Bachelor Degrees) and National professional qualifications in the United Leadership Center (NPQICL) leaders to support children's centers.

Introduction Professional Status of Elementary Education (EYPS), which is one of four models of professionalization and obtaining a profession in the UK is considered an important step in education policy and contributed to the fact that in this area of professional training of preschool teachers the country entered the European level. The introduction of such status intensified training of employees of preschool education in the UK who have worked in the system of preschool education and care. As the result, till the end of 2011, about 10,000 practicing teachers and practitioners were involved in professional certification to obtain a Professional Status of pre-school education, which can be achieved by a combination of formal training and by the assessment of practice due to the existing of four models of preschool teachers' training in the UK. Candidates applying for obtaining the Professional Status of pre-school education should demonstrate that captured all the 39-th training standards [14, p. 83].

At this stage, an important step to improve the content of preschool teachers' training in the UK was the founding of the Council for the Accreditation of teacher Education - CATE, with the creation by the process of regulating and organizing training courses within basic teacher training in the country. With CATE and the Inspectional Services the Government provides the accredited courses; make the control over the curriculum requirements for the development of courses, number of hours, etc. [8, p. 86]. A. Parinova Studies show that the way in the UK being implemented standardization process vocational and educational training [8, p. 86]. As in Germany and France, the UK standardization is a point of scientific discussions, as programs and curriculum almost totally

regulated by the state. The fact is that not only the content of the programs and curriculum is governed but also the duration (hours) of disciplines and their specificity of getting the qualification is also prescribed [8, p. 86].

However, recent studies indicate the need for further strategic activities of the State in improving of the preschool teachers' training system. The key problem of obtaining Professional Status of preschool education is the absence of defined by the relationship between the wages of different qualifications of preschool teachers and working conditions [21, c. 44]. The content of the curriculum requires the adjusting of vocational training (theoretical training teachers not fully correlated with the content of pre-school education) [21, c. 44]; the question of professional standards development through the cooperation with employers and practitioners; the question of preschool institutions role and their differently directed partnership and partnership with institutions of preschool teachers training in the UK, according to the latest recommendations of the Ministry of Education, is required regulation as well [8, p. 86] [14, p. 83].

According to the increasing of society diversity in the UK, the perspectives are seen in the wide preschool teacher professional education and training to work with children of immigrants. For implementing this strategy, preschool teachers' training in the UK, while developing the content of programs it is offered by Minister to pay more attention to work effectively with parents from different backgrounds. In addition, it is important to study strategies to attract men and women from different ethnic, racial and linguistic groups and people with disabilities to professional education in the preschool area. For implementing this strategy, British theorists and practitioners study alternative forms of obtaining professional teacher education (eg. learning on the job, as is the case in France and the institutions working on the system

Reggio Emilia, as well as accredited preschool teachers assistants directly in preschools , where the assistant works). These efforts may help solve the issue of lack of staffing, do field training preschool teachers more affordable promote active involvement of early childhood education not only children but also their families and members of the public community [21, c. 44].

The strategic direction of state regulation of pre-school education in the UK is seen also in the development of training programs for postgraduate studies. In addition, the content needs updating training programs of preschool education teaching staff who try to ensure the formation of complex professional competencies for the teaching staff based on pre-school, where he works. But we must consider that this approach is largely, educational routes from vocational training preschool teachers are split [21, c. 40].

Conclusions. So, as the analysis has proved out the characteristics of a system of pre-school education in general and preschool teacher education Great Britain focuses on the quality, which is seen in the structuring and specification of requirements for education of pre-school education, as well as improving the terms of profession Master's level. It is also important to note that all the initiatives of the state and governmental regulation in this area in the country are closely related with generally accepted European agreement on providing of qualitative preschool education and European principles of preschool teachers' professional education, which in turn affects the qualification requirements for preschool teachers, what requires separate scientific interest and practical significance. The qualification requirements for preschool teachers in Britain is a main mean for education policy implementing, firstly it's the tool of an effective control of the entire system of preschool teachers' training, which influence on the quality of teacher education in general. This aspect of

the problem needs a more detailed analysis and characteristics and is the further point of the initiated scientific research.

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ОСОБЛИВОСТІ СТАНОВЛЕННЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ДОШКІЛЬНИХ ПЕДАГОГІВ У ВЕЛИКІЙ БРИТАНІЇ

***Анотація.** У статті здійснено аналіз історичних особливостей становлення системи професійної підготовки дошкільних педагогів у Великій Британії: визначено особливості системи дошкільної освіти та взаємозв'язок з системою педагогічної освіти. Автором виокремлено основні типи британських дошкільних навчальних закладів у взаємозв'язку з їх фінансуванням та управлінням. Встановлено особливості кваліфікацій дошкільних педагогів відносно до різних типів дошкільних навчальних закладів. Проаналізовано особливості державної політики щодо підвищення якості професійної підготовки фахівців дошкільної освіти у Великій Британії. Визначено загальні тенденції у стратегії реформування та удосконалення британської системи професійної підготовки дошкільних педагогів.*

***Ключові слова:** професійна підготовка, дошкільні педагоги, британська система дошкільної освіти, система професійної педагогічної підготовки, стратегія.*